

Fall 8-15-2001

ENG 1001G-029: Composition and Language

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English 1001--Fall/01
Prof. Guzowski

Texts: **The St. Martin's Guide to Writing**
 Blair Handbook
 Bedford Reader
 Webster's Dictionary

Office: 3781-Coleman
 Office phone: 581-6973
 Email cfjzg@eu.edu
 Office hours: T 1230-5, W 9-4, Th 8-930 & 1230-100, & by appointment.

Papers: Beside the diagnostic essay, each student will be required to write 7 papers (types are described in the syllabus); each paper should be at least 750 typed words. A paper is due at each conference. Along with these papers, you will occasionally be required to do a variety of exercises including brainstorming, writing outlines, and doing rough drafts.

Grading: The 7 papers you write will not be graded when you initially bring them to the conferences. However, at the beginning of the last class, you will turn in your four best papers from this group. (Two of the papers must be researched papers.) They will have been revised before this; and they should be free of errors of usage, mechanics, spelling, or manuscript preparation. These four papers will be graded on the basis of the English Department's Standards for Evaluation. You will not be graded on effort or intention but on accomplishment. See the Composition Analysis Sheet to see the kinds of things I consider in giving grades.

Although you will not be graded on the other papers you did for the class, you will need to turn them in along with all of the exercises you did for the class and the diagnostic essay in a portfolio..

Conferences: Each student will sign up for a 15-minute conference with the instructor every other week. The student will bring a **typed** draft of the paper due that week. The student will make the first evaluation of the Paper, and then the instructor will respond to the student's evaluation. The purpose of the conference is to help the student become an effective reader of drafts in progress so that new papers and new drafts will be increasingly effective. In conference, the instructor monitors the student's reading of each draft.

Workshops: We will hold at least one workshop session every other week during the regularly scheduled class time where we will share our writing, our methods of writing, our problems, and our solutions. The main purpose of the workshop is to help the writer improve the draft under discussion.

Emailing Papers: It's important for me to have a sense of your paper before you bring it into the conference. This makes the conference more productive, I feel. To make this possible, each student will email me a draft of their paper before each conference. The papers need to be emailed to me no later than 10 am Monday morning of the conference week. The paper can be sent as an attachment or as an email. I use Microsoft **Word** so if you send your paper as an attachment and don't use **Word** make sure it is in a rich text format.

Late Papers and Missing Papers: I will give you a one-class grace period on one paper. If a paper is not in my hands at the beginning of the class period following the conference at which the paper was due, the student's final grade will drop by one letter grade. If subsequent papers are late, I will not respond to them, and the student will drop an additional letter grade for each paper that is late. If a student fails to write a paper, the student will receive an F for the course.

Plagiarism Any teacher who discovers an act of plagiarism--"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (**Random House Dictionary**)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course. I take this seriously.

Attendance: Much of the learning that goes on in my writing course takes place in a workshop or conference situation. In each unit, we will have 2 workshop days and 2 conference days when the students will be required to bring in drafts of their papers. During the workshops, students either work on their own writings or work on the writings of their peers, in both cases, according to the guidelines I provide. During the conference, I respond to your writings and your questions about your writings. In order for the student to get the full value of the course, the student must attend both the workshops and the conferences. To encourage attendance, I will adhere to the following:

If a student has 2 unexcused absences, the student's final grade drops one letter grade. If a student has 3 unexcused absences, the final grade drops by 2 letter grades. If a student has 4 unexcused absences, the final grade drops by three letter grades. If a student has 5 unexcused absences, the final grade drops by 4 letter grades.

Special Needs: Students with special needs who require academic accommodations should contact Disability Services at 581-6583

Syllabus

Each unit will be four days long and will adhere to the following:

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| Day 1 | Discussion of week's assignment, CH2120 |
| Day 2 | Workshop--discussion of student writing, CH2120 |
| Day 3 | Conferences--bring in that unit's assigned paper, my office, CH 3781 |
| Day 4 | Conferences--bring in that unit's assigned paper, my office, CH 3781 |

Schedule of Units

Introduction--First Day

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| Unit 1: | Invention, finding & limiting topics, Writing about Yourself, St. Martin's Guide, 25-47, 515-527 |
| Unit 2: | Thesis development, Essay structure, Writing the I-Search Paper |
| Unit 3: | The Paragraph, Research methods, Writing about Research |
| Unit 4: | Sentences, Research methods: Writing to Persuade I |
| Unit 5: | Research Methods: Writing to Persuade II |
| Unit 6: | Writing to Persuade III |
| Unit 7: | Writing to Persuade IV |
| Unit 8: | Revision |